

IDAHO BUILDING CAPACITY PROJECT

SCHOOL/DISTRICT COHORT II APPLICATION

LAKESIDE ELEMENTARY SCHOOL

Lisa Kinnaman

Title I – A School Improvement Coordinator

Boise State University, Center for School Improvement
And Policy Studies

1910 University Drive

Boise, Idaho 83725 – 1745

Phone: 208 – 426 – 2154

Fax: 208 – 426 – 3564

lisakinnaman@boisestate.edu

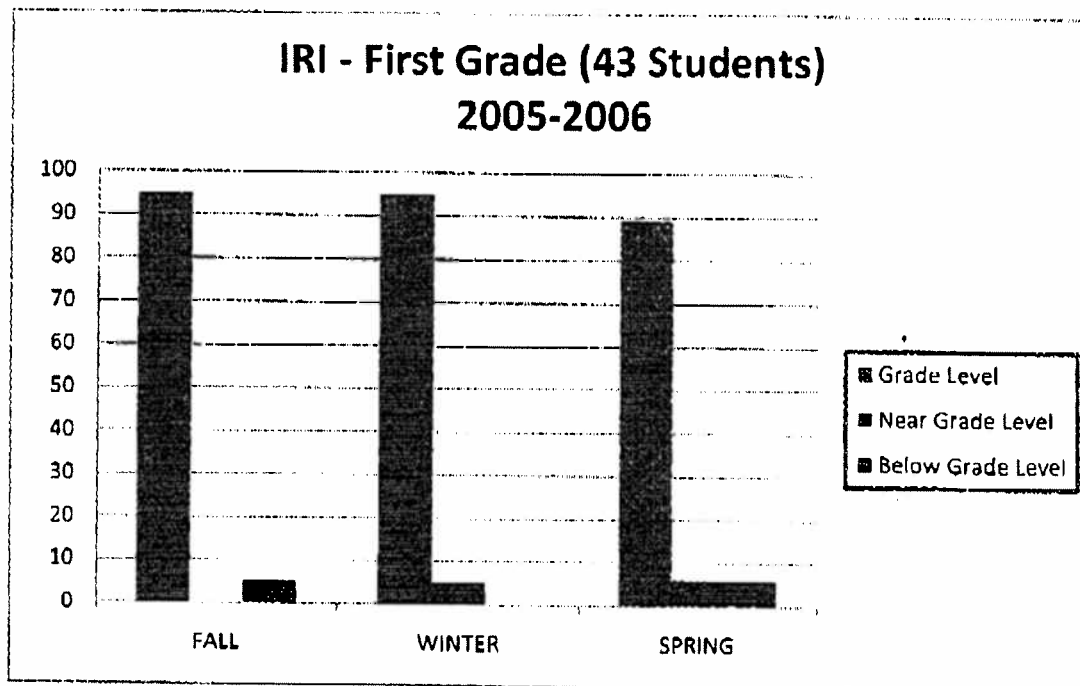
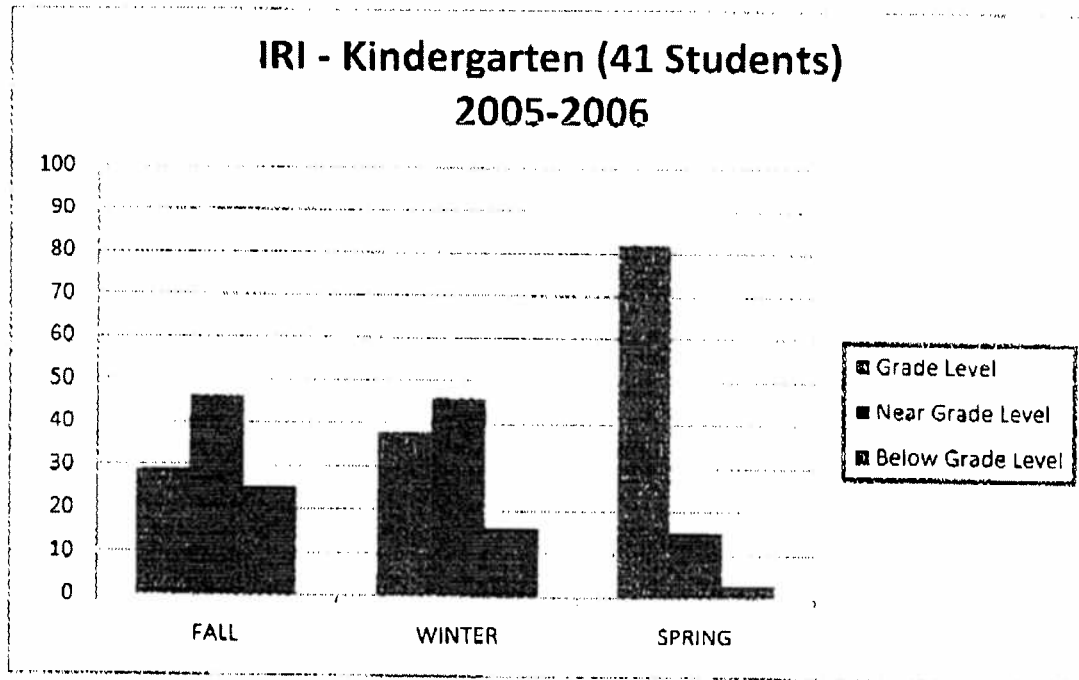
Due Date: October 31, 2008

1

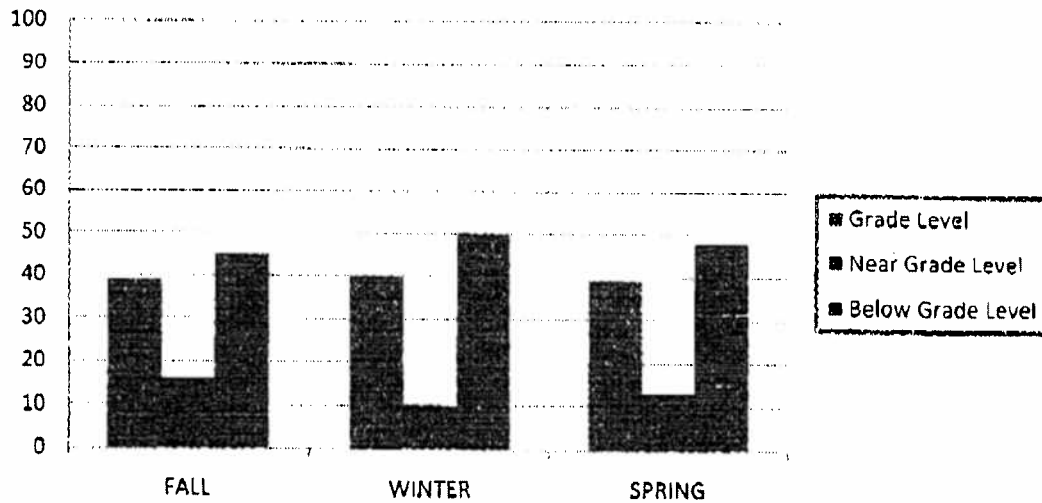
IRI Lakeside Elementary Data 2005-2006 & 2006-2007

K, 1, 2, 3

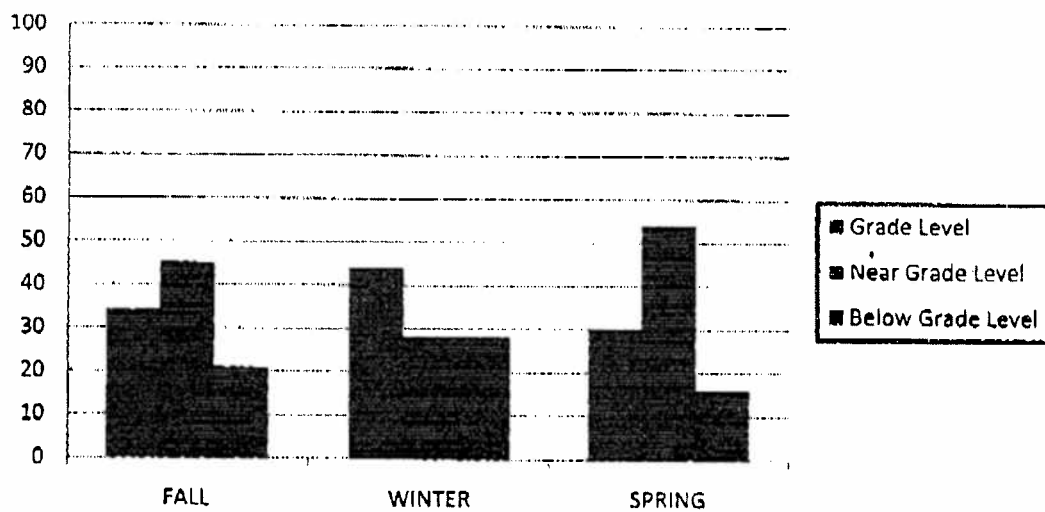
Maureen Chene, Principal
2/7/2008

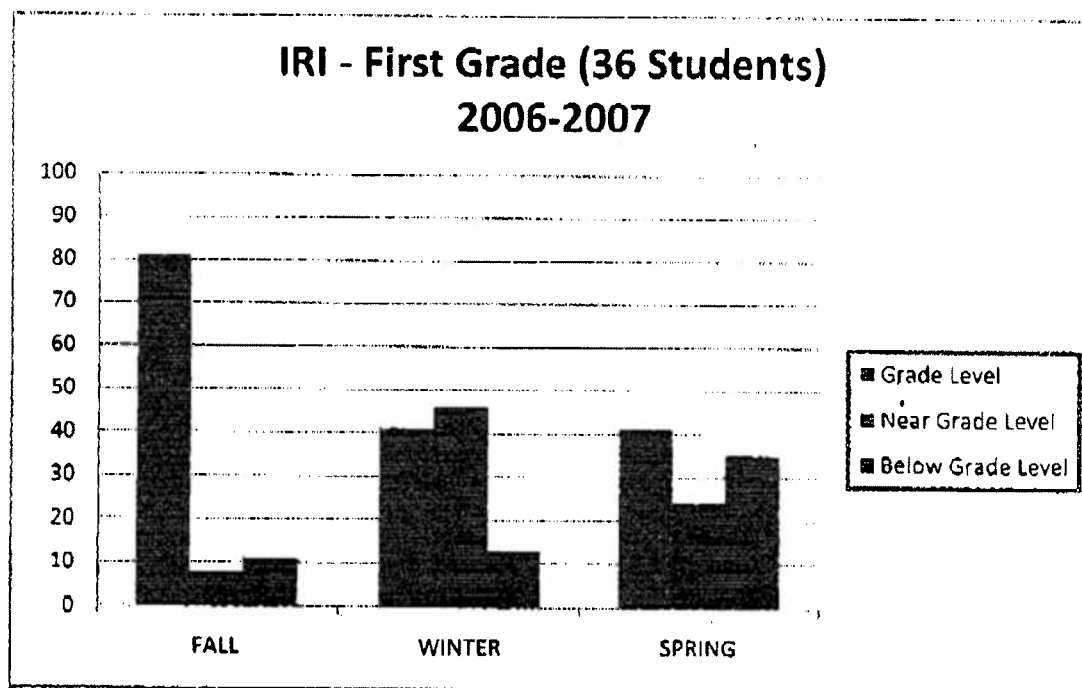
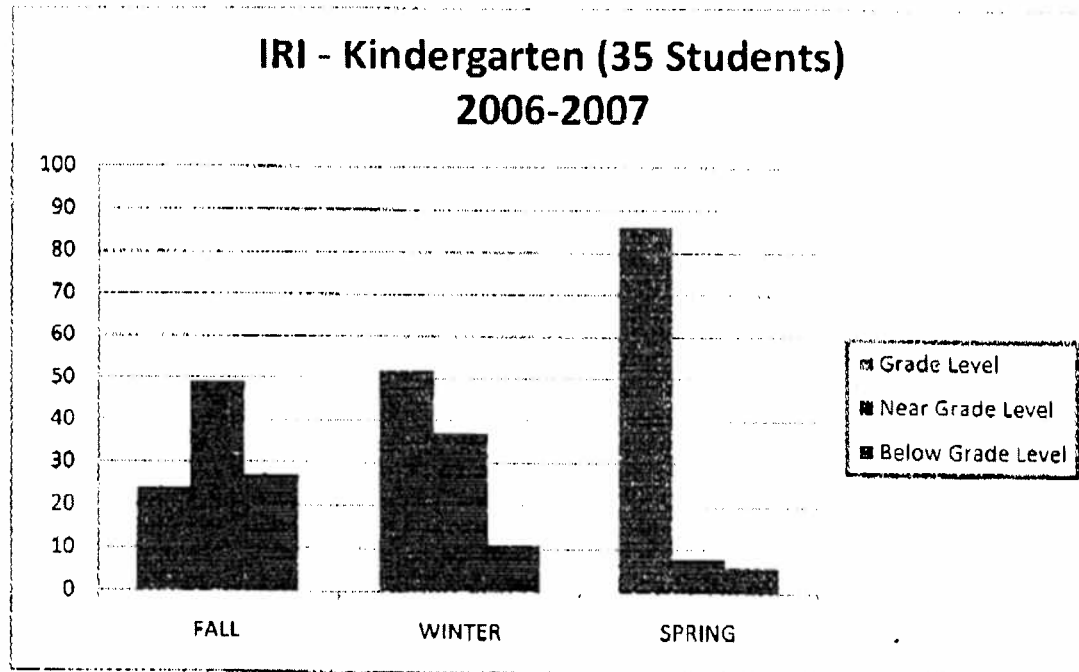


IRI - Second Grade(37 Students) 2005-2006

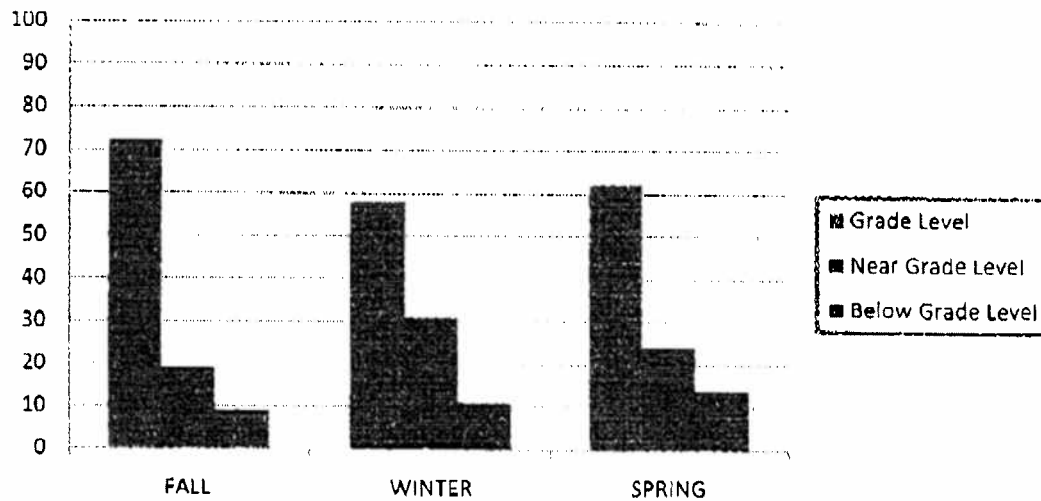


IRI - Third Grade (38 Students) 2005-2006

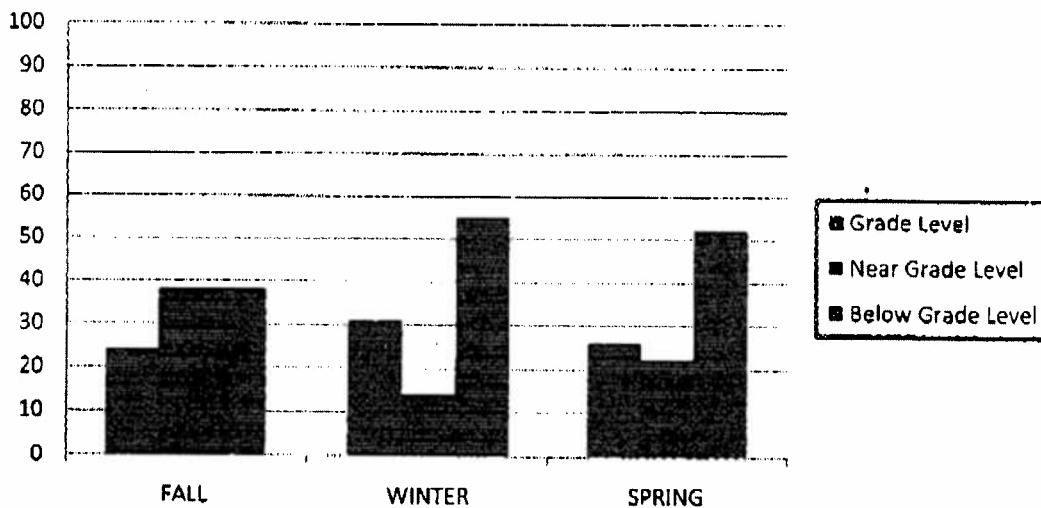


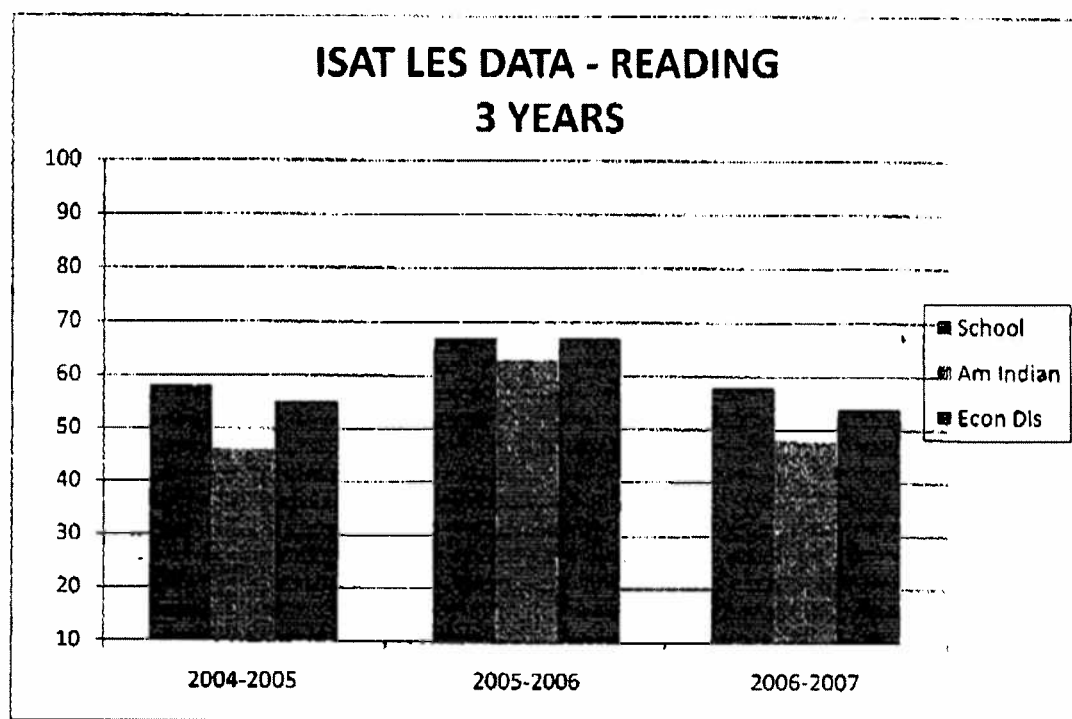
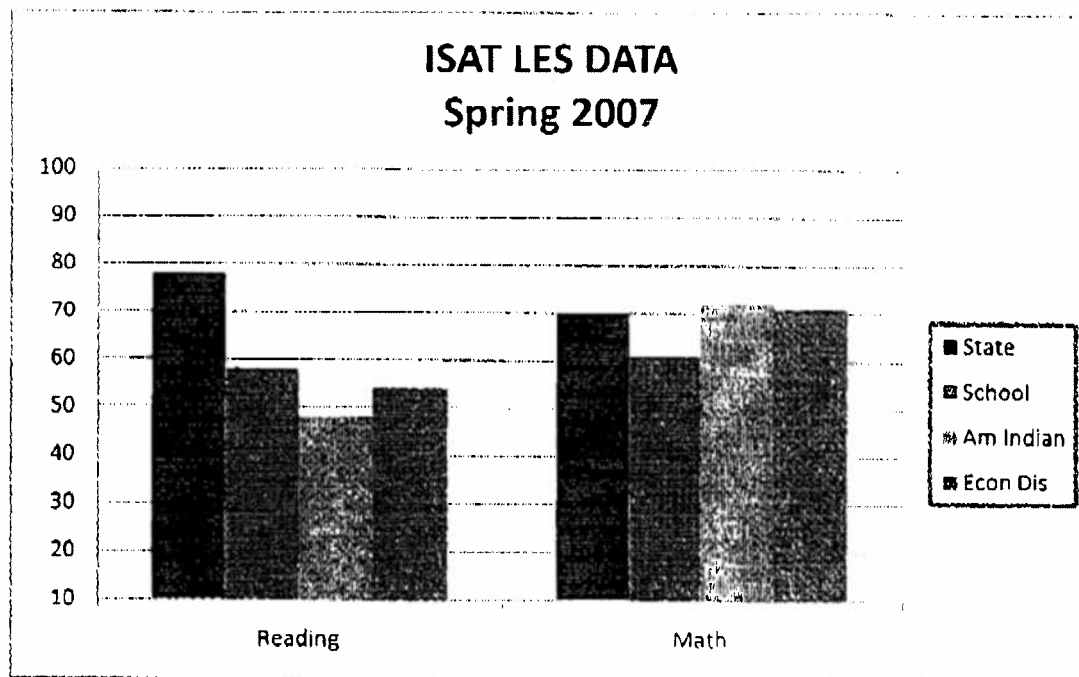


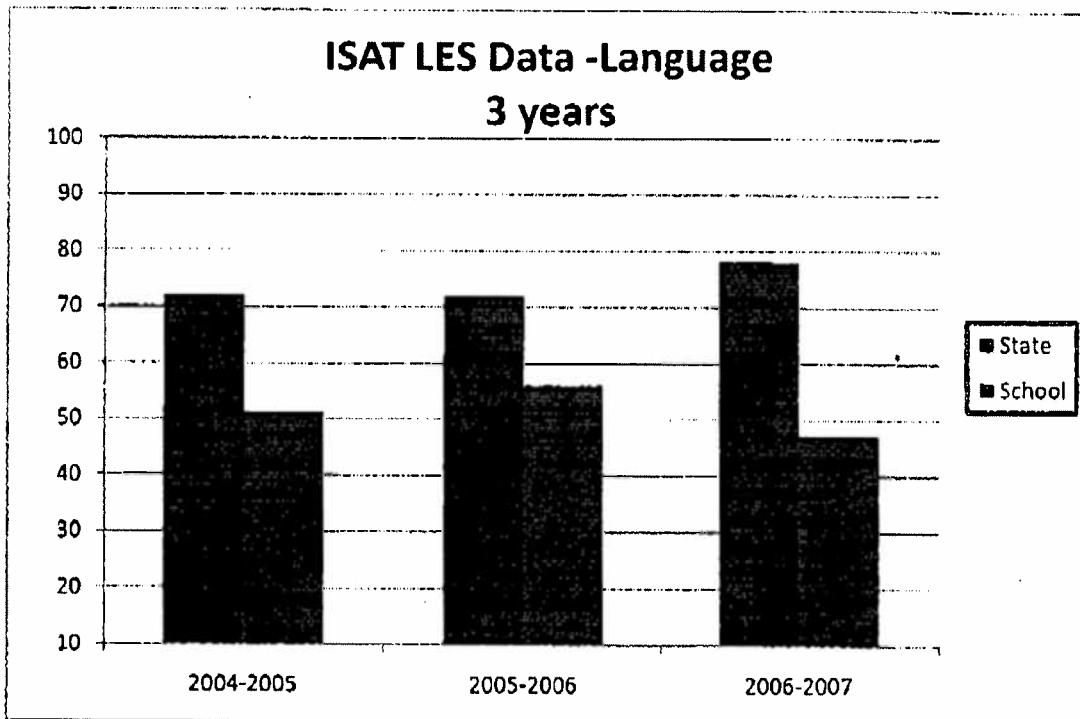
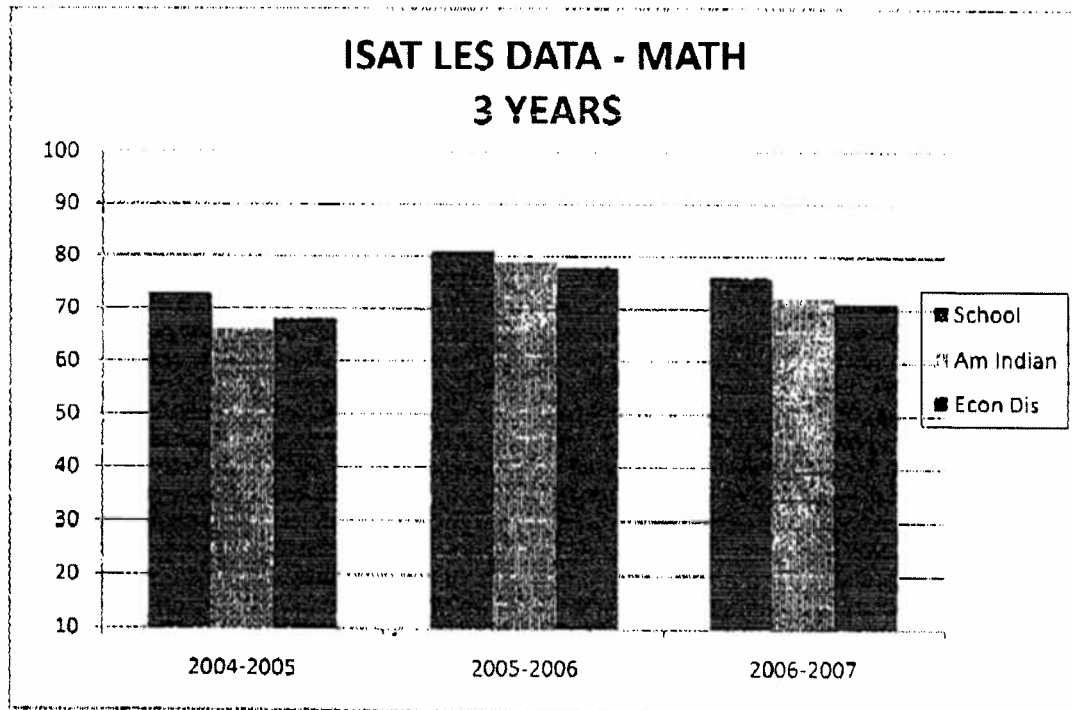
IRI - Second Grade (32 Students) 2006-2007



IRI - Third Grade (29 Students) 2006-2007







IDAHO BUILDING CAPACITY PROJECT

- 1. The AYP history of Lakeside Elementary School in the Plummer Worley School District has shown a fluctuation in progress as noted by the attached data. Currently, we are on a Needs Improvement Status for the second year. Lakeside is a public school in a rural, reservation area. We have a population of 230 students Pre-K through 5, 61% free and reduced lunch count and 64% Native American.**

The successes of our school include the training for and implementation of RTI for the second year-- including AimsWeb Progress Monitoring. We have a full day Kindergarten and half day Pre-School. This year we have also made schedule changes to allow for a two hour literacy block.

Our Professional Development includes work with a skilled Literacy consultant, full day trainings and side-by-side coaching. The focus of this has been an intentional emphasis on teaching Open Court with

Fidelity. We also have weekly Collaborations on site.

One of our teachers is implementing a Gifted and Talented Program with attempts to increase our differentiation for the identified students. This is a challenge with limited funding and location.

Another challenge is finding ways to engage parents as partners when most work and have diverse educational backgrounds and school experiences themselves. Our building itself is in need of major renovation or replacement with failed Bond initiatives the past two years.

This is our year for considering a Math curriculum review and adoption. We would like some expert assistance with the analysis and data review to assist us with improving our practices in alignment with the current math research.

2. If we are selected for participation in the IBC project, I have both a vision for the work of a Capacity Builder and the desire to be open to the experiences they may bring from other areas of the state. As the Principal of the Elementary School, I have had the opportunity to work with Instructional Coaches in a larger school district. The capacity to improve teacher effectiveness with this model is significant and something that I believe would enhance our ability to reach more learners.

As mentioned above, I can see direct work with literacy and math. We as a staff are aiming to improve our ability to administer assessments and utilize this data to influence instruction. We would also like to have further training in using the research based interventions in both reading and math. A constant challenge is how to incorporate science and social studies into an already full day. Are there schools who have found ways to do so? Are there resources we may not have accessed? Are there more ways technology could be used to augment our efforts to diversify?

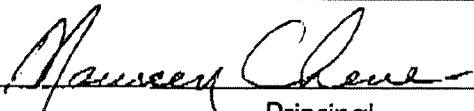
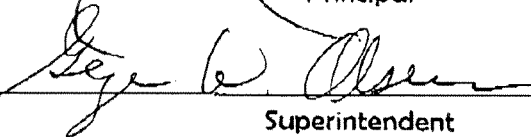
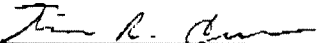
An observer of our school, curriculum, teaching and collaboration practices may offer us further insights in how to improve the quality of our instruction and the desired outcomes for our students. We would hope for assistance with connecting to schools who may have our demographics and experienced greater success.

All of our children deserve the very best we have to offer, and we at Lakeside Elementary are learners and seekers. Whenever I mention an opportunity that can help us move forward, the staff is eager to know how and when! This would be welcome and supported in our journey of improvement. We want to end this year in a celebration of and for children who can see the measures of their success and the link this has to their future choices. At Lakeside we want every child to become a skilled reader and a confident mathematician. We hope you consider us for participation in this project.

Idaho Building Capacity Project

School / District Application

PART III: Required Application Signatures

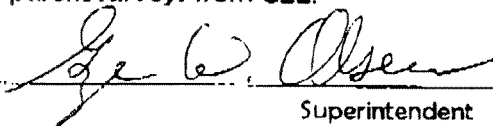
| | |
|--|-------------------------|
|  Principal | <u>10-29-08</u> Date |
|  Superintendent | <u>10-29-08</u> Date |
|  School Board Chairman | <u>10-29-08</u> Date |

PART IV: Performance Agreement

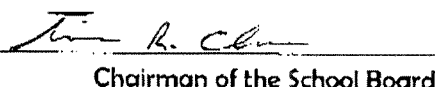
Please review the attached Performance Agreement that outlines the agreed upon responsibilities of all participating parties in the IBC project: Idaho State Department of Education, Regional Support Centers, Participating Districts, and Participating Schools. A copy of the Performance Agreement with required School and District signatures must accompany all applications. If selected, Idaho State Department of Education and Regional Support Center signatures will be added and a copy of the complete Performance Agreement returned to participating schools and districts.

The District agrees to:

- Spend the entirety of the IBC grant award (\$38,000) in contracted services with an approved IBC provider.
- Effectively utilize the Capacity Builders' services and engage in IBC activities.
- Provide a plan as to how the local School Board will be engaged in the IBC project.
- Support principal(s) in creating change that will align with the district vision and result in increased student achievement.
- Provide executive sponsorship by establishing the IBC project as a high priority of the district.
- Appoint a district project contact that will oversee and coordinate the work of the IBC project and school / district leaders (strategic planning, communication, project details, progress monitoring, etc.).
- Support the administration of the required staff survey from CEE and the optional student and parent surveys from CEE.


Superintendent

10-29-08
Date


Chairman of the School Board

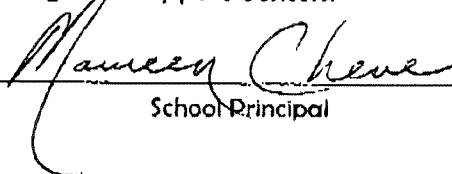
10-29-08
Date

District Leadership Team*

Date

The School agrees to:

- Effectively utilize the Capacity Builders' services and engage in IBC activities.
- Lead change that will result in increased student achievement.
- Establish the IBC as a high priority of the school.
- Promote staff participation in IBC activities.
- Administer the required staff survey from the Center for Educational Effectiveness (CEE) and the optional student and parent surveys from CEE by the end of January (surveys will be provided through the Regional Support Centers).


School Principal

10-29-08
Date

School Leadership Team*

Date

* Signature Not Required